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ABSTRACT

This study compares the knowledge, attitudes, and current practices of physical education teachers in urban and rural areas, with regard to multicultural education. A mailed questionnaire was completed by 70 public school physical education teachers, 44 from rural Kansas and 26 from Detroit and Flint, Michigan. Of those responding to specific questions, 60% were male; 40% were 31-45 years old; 60% had over 10 years teaching experience; 33% had been teaching physical education for over 20 years; and 75% had some sort of training in multicultural education. Ethnic mixtures within the school population ranged from 70% Hispanic or Black to 88% White. Compared to urban teachers, rural teachers had a poorer understanding of ethnic diversity; had a better understanding of the customs and traditions of differing cultures; had stronger beliefs in providing opportunities for students of different ethnic origins to have intercultural experiences; and had weaker beliefs in developing students' interpersonal communication skills as a means of promoting problem solving and conflict resolution. Physical education programs in rural areas seldom integrated role models from both sexes at the secondary level, or role models from the non-dominant race at either the elementary or secondary level. Neither rural nor urban programs provided an appropriate balance of activities of interest to both sexes. This report contains the survey instrument, recommendations for overcoming inequities in physical education programs, and 11 references. (SV)

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Multicultural Understanding in
Physical Education

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Introduction

Teachers in American public schools are generally entrusted with the responsibility to foster the intellectual, social, and personal development of students to their highest potential (Bennett, 1986). To assist students in reaching their potential and in gaining a true understanding and appreciation of the many diverse cultures in American society, teachers need to be encouraged to gain insight into the importance of multicultural education. Given that we live in a multicultural or pluralistic society, a teacher must be prepared to teach all students, including those with language differences, skin color, socioeconomic or cultural practices that are other than the majority. The United States is becoming a culturally diverse society. In the twenty-first century, the demography of this country will reflect a culturally mixed social group. Swisher and Swisher (1986) indicate that multicultural education is the translation of equity rhetoric into programmatic practice. They suggest that education that is multicultural recognizes the differences in human behavior as society is influenced by the culture and ethnicity of the individual. In order for the principles of multicultural education to be effective within a school as well as a discipline area such as physical education, selected environmental factors are necessary. These might include:

- 1) Policies and practices within the school that foster cooperative and friendly interaction among members of different ethnic groups.
- 2) Administrative, instructional and support staffs being multi-ethnic, multicultural and even multilingual.
- 3) A systematic program of multicultural staff development that is progressive, comprehensive and on going.
- 4) A curricular emphasis that includes common characteristics of ethnic beliefs and tendencies.
- 5) A positive attitude toward cultural pluralism by all school personnel.

If each of these principles were part of the school environment, multicultural awareness would become a natural tendency of each person within the school.

Previous research indicates that there has been some effort extended to incorporate multicultural activities in the curriculum of public schools. There is ample evidence to support the importance of teaching multiculturally at all levels in all curriculum areas. Several articles provided guidelines and strategies for the implementation of multicultural concepts within schools. However, there are few studies which have examined the beliefs and attitudes of physical education teachers and their current practices

relating to multicultural education. In one such study of primary school teachers McInerney (1987) found that efforts were being made to maintain some ethnic identity and language in the schools as well as to provide a multicultural curriculum. Mitchell (1987) also indicates that there has been some initiative by universities to strengthen the attitudes of teacher education students in the area of multicultural education. These efforts emphasize cultural pluralism and attempt to upgrade the multicultural tolerance level of pre-service teacher education students.

According to Banks (1987), a teacher is a cultural mediator and an agent of change. In order for that change to be long-term, the teacher needs to be aware of the areas of emphasis in a broad-based program of multicultural education. Friesen (1985) identifies specific objectives that might be used to provide an emphasis on multicultural education. Some of these objectives include: (1) curricular contributions among ethnic groups, (2) better communication between ethnic groups, (3) consciousness raising among ethnic groups and (4) the identification of various celebrations important to ethnic groups. Appleton (1983) provides somewhat more insight by examining conceptual aspects of cultural pluralism and exploring various institutional models and strategies for multicultural education in the classroom. Gay (1983) also examines multicultural education in a pre-service teacher

education curriculum. She suggests that preservice preparation should include knowledge of ethnic and cultural diversity, exposure to instructional materials which reflect cultural pluralism, and translation of that knowledge into multicultural education strategies.

Washington (1982) combines the curricular emphasis with an examination of instructional attitudes. She surveyed public school teachers to determine: (1) their attitudes toward multi-ethnic or integrated schooling; (2) their access to multicultural materials and methods; and (3) their degree of utilization of multicultural materials and methods. Results of this study indicate that most teachers are committed to equal treatment and opportunity for each student.

The Iowa Code and Iowa School Standard (Barta, 1982) presents goals and objectives that should be integrated into a multicultural physical education program including learning, teaching, and interactional styles. To support this, Luke (1983) advocates a multicultural approach to teaching basic skills in physical education through activities such as ethnic games and dances.

Purpose of the Study

The purpose of this study was to compare the knowledge, attitudes and current practices of physical education teachers in both urban and rural areas with regard to multicultural education.

Methodology

Population

The population for this study consisted of both urban and rural K-12 physical education teachers. A questionnaire was mailed to 75 public school physical education teachers within the Flint Hills region of Kansas, and 75 physical education teachers in the Detroit and Flint, Michigan public schools. Forty-four teachers from Kansas (rural) and 26 teachers from urban areas of Michigan responded, a 47% return rate.

Survey Instrument

The questionnaire was designed to collect information dealing with multicultural education practices in physical education. It had four parts. Part A included biographical data, whereas Parts B, C, and D examined knowledge, attitudes, beliefs, and current practices of physical education teachers with regard to multicultural education. Parts B & D employed a yes-no response scale whereas Part C

employed a 5-point Likert scale on which responses varied from strong agreement to strong disagreement. The data analysis used a chi-square statistic in Parts B & D and a one-way analysis of variance in Part C. For these analysis, the alpha level was set at .05.

Results

Demographic Profile

Table 1 presents a demographic profile of the respondents. Approximately one-half of the respondents were male and one-third were female with 15% not responding to this item. Of those responding one-fifth were within the 31-35 age range and one-fifth were in the 41-45 age range. The rest were equally distributed in age categories ranging from 21 to 60 years. One-fifth of the respondents had taught from either 11-15 years, from 16-20 years, or more than 20 years. But also within these experiential ranges, one-fifth had been a faculty member at the school to which they were presently assigned from 1-5 years, one-fifth from 6-10 years and one-fifth from 11-15 years. Seventeen percent had been at the school more than 20 years. One-third of the respondents had been teaching physical education more than 20 years. The remaining were spread equally from 1 to 20 years. The curricula had a broad scope with at least two-thirds including such activities as

fitness, team sports, individual sports as well as basic locomotor skills in their program. At least one-third of those surveyed also included dance and gymnastics activities in their program. Ethnic mixtures within the school population ranged from at least 70% hispanic or black to 88% white. One-third of the respondents were teaching in an urban setting and two-thirds in rural setting. Three-fourths of those responding had attained some form of training in multicultural education which might have included a class, an inservice experience, a workshop or a conference.

INSERT TABLE 1 HERE

Current Knowledge in Multicultural Education
in Physical Education

Data indicate that there are few differences between rural and urban teachers in regard to current knowledge and/or understanding of multicultural education in physical education. There appears to be one exception though. In comparing the understanding of ethnic diversity and corresponding instructional practices that promote ethnic diversity, 24 respondents from a rural area either weren't sure or didn't understand this concept. This was significant at the .02 level.

Current Attitudes And Beliefs Pertaining to Multicultural
Education in Physical Education

Table 2 provides information that describes the instructor's current attitudes and/or beliefs that reflect either the integration of multicultural education into the physical education curriculum or to the teaching methods used. Using a one-way analysis of variance, data indicate that significantly more respondents in rural than in urban areas believe in providing an understanding of different cultural backgrounds in which they identify corresponding customs and traditions. In addition, significantly more instructors from rural areas than urban areas believe in assisting their students to gain an appreciation of other cultures based upon either ethnic considerations, race or gender. Significantly more respondents from rural areas than urban areas also believe in providing activities within the curriculum that reflect varied cultural values as well as opportunities for students of different ethnic origins to interact and become sensitive toward one another. In contrast, respondents in urban areas believe significantly more in developing positive interpersonal communication skills in students as a method of practicing and improving group problem-solving and conflict resolution skills.

INSERT TABLE 2

Current Practices in Multicultural Education
in Physical Education

Table 3 provides information on current multicultural education practices and/or teaching strategies that are integrated within the physical education program. Comparing current practices used in rural areas to those used in urban areas, differences are significant at the $f < .05$ level in the following instances. Role models from both sexes are not teaching secondary physical education in the rural areas. In addition, in rural areas there are fewer role models that teach elementary or secondary physical education from races other than the predominant race. Members of the teaching staff in the rural areas also meet less routinely to discuss and develop common goals and activities.

In addition, a greater proportion of the respondents from an urban environment (44%) as compared to those from a rural environment (11%) have taken steps to ensure that no students are denied access to activities because of race, sex, culture, or disability. Although not significant ($p < .07$), there is some indication that steps have not been taken within the urban area to ensure equality.

Data also indicate that a high proportion of respondents from an urban environment (44%) believe that all students do not have access to all activities or units of instruction regardless of race, sex, or cultural heritage.

It is suggested that there is a difference between urban and rural areas in regard to providing equal access to curricular activities or instruction ($p < .02$).

In comparing the number of men's or women's activities, data indicates that in both rural and urban areas, curricular opportunities for both sexes needs to be expanded. However, a degree of ambiguity may exist in this finding. The terminology employed in the item may have resulted in a disproportionate number of "no" responses.

It is also interesting to note that in regard to facilities, data indicate that in rural areas, the time distributions between men and women are not assigned equitably in terms of convenience or desirability.

INSERT TABLE 3

Summary

This project was developed as a pilot study to provide information in comparing trends in urban and rural areas of the United States in regard to multicultural educational knowledges, attitudes/beliefs, and practices in physical education.

The respondents were both male and female with the largest number falling within either the 31-35 age range or

the 41-45 age range. The data reflect extensive backgrounds in teaching physical education although much variance exists in the number of years at assigned school buildings.

Curriculums are broad-based and include team sports, individual sports, dance, gymnastics and locomotor movement skills. Racial mixtures include black, hispanic and white as predominant races within schools surveyed. A large majority of the respondents have received some form of multicultural training through workshops, classes, inservice experiences or conferences.

In general the data indicate several significant findings. Respondents from rural areas do not have a good understanding of ethnic diversity although significantly more instructors in rural areas have an understanding of the customs and traditions of diverse cultural backgrounds. This seems contradictory although a difference does exist between the concept of ethnic diversity and the customs and traditions of differing cultures. This difference might result from interpretation. Further study of this data needs to be undertaken.

Instructors in rural areas rather than urban areas seem to have a stronger belief in providing activities within the curriculum that reflect varied cultural values. Instructors in rural areas also believe it more important to provide opportunities for students of different ethnic origins to

interact at regular intervals. This would promote a degree of sensitivity between students within the curriculum. In contrast, teachers in urban environments believe it more important to provide experiences that develop interpersonal communication skills as a means of promoting problem-solving and conflict resolution.

Currently in rural areas, minimal efforts are being employed to integrate role models from both sexes at the secondary level in physical education. In addition, role models from other than the predominant race are not currently being used at either the elementary or the secondary level within rural areas. Therefore, an effort needs to be exerted in rural areas to integrate both sexes as well as the non-dominant race within the instructional staff at both the elementary and the secondary level.

Periodic staff meetings need to also be scheduled in rural areas where multicultural goals and curricular activities are discussed. The data also indicate that a higher ratio of programs in urban areas as compared to rural areas have not taken steps to ensure equality of opportunity in all programs regardless of race, sex, culture or disability.

In examining activities that are predominately of interest to a specific sex, data suggest that there is not

an appropriate balance of activities in either rural or urban areas although the pattern appears to be much stronger in rural areas. Furthermore, in scheduling facilities in rural areas, accessibility based upon time preference needs to be provided on an equitable basis to all groups regardless of race, sex, or other qualifying conditions.

Recommendations

It appears that an emphasis on multicultural education within physical education programs is emerging. Data suggests that efforts are being employed to provide a strong direction in both urban and rural areas. In order to establish greater significance and to dispel inequities that might exist in either area the following recommendations are made:

1. A more focused effort in creating an understanding of the distinct meaning of ethnic diversity needs to be implemented within rural areas.
2. Stronger efforts need to be initiated within urban areas to assist teachers in instituting programatic changes that would ensure greater student understandings of the customs and traditions of people with diverse cultural backgrounds.

3. Stronger efforts also need to be initiated within urban areas to assist teachers in instituting programatic changes to help students gain an understanding of other cultures based upon ethnic considerations, race and gender.
4. Urban programs need to provide activities within the curriculum that reflect varied cultural values as well as opportunities for students of different ethnic origins to interact and become sensitive toward one another.
5. Instructors in rural areas need to provide more opportunities for developing positive interpersonal communication techniques in students as a method of practicing and improving group problem-solving and conflict resolution skills.
6. Rural programs need to provide opportunities for role models from both sexes to teach within the secondary physical education curriculum.
7. Opportunities for role models from races other than the predominant race to teach both elementary and secondary physical education in rural areas need to be provided.

8. Periodic meetings need to be scheduled that involve all members of the physical education staff in which common goals and activities pertaining to multicultural education are discussed.
9. Safeguards need to be initiated in urban areas in order to ensure that no students are denied access to physical education activities because of race, sex, culture, or disability.
10. Attention needs to be given to the implementation of an equal number of activities within the physical education curriculum that are predominately oriented towards one sex or the other.
11. An emphasis needs to be placed in rural areas on equal access to facilities for all groups as well as equitable time distributions in terms of desirability and convenience.

Table 1
Instructional Biographical Data
(Percentages: N=70)

Characteristic	%
Sex	
Male	48.6
Female	35.7
No response	15.7
Age	
26-30	8.6
31-35	21.4
36-40	10.0
41-45	20.0
46-50	7.1
51-55	8.6
56-60	8.6
No response	15.7
Faculty member at present school	
Less than 1 year	5.7
1-5 years	20.0
6-10 years	20.0
11-15 years	20.0
16-20 years	11.4
More than 20 years	17.1
No response	5.7
Years of teaching experience	
1-5	7.1
6-10	11.4
11-15	20.0
16-20	21.4
More than 20	34.3
No response	5.7
* Activities currently taught	
Team sports	95.7
Fitness	92.9
Individual sports	87.1
Locomotor skills	64.3
Gymnastics	51.4
Dance	42.9
Other	14.3

* These percentages indicate the popularity of specific activities within each school in the population and is not grouped data.

Table 1 (cont.)

* Ethnic/racial groups in schools population	
White	88.6
Black	80.0
Hispanic	71.4
American Indian	42.9
Other	7.1
No response	4.3
Population base of school district	
Urban	34.0
Rural	60.3
No response	5.7
Received multicultural training	
Yes	74.3
No	21.4
No response	4.3

* These percentages indicate the racial makeup of individual schools within the population surveyed and is not grouped data.

Table 2

Attitudinal Items in Which Populations Different
in Multicultural Education in Physical Education

Means of Area

Item	Urban	Rural	F	p
Understanding of customs of diverse cultures	1.58	1.98	7.05	.010
Appreciation of other cultures based upon race or gender	1.58	1.96	3.42	.069*
Activities that reflect different values	1.17	1.48	3.26	.075*
Opportunities for different cultures to interact	1.04	1.32	6.27	.015
Development of inter- personal communication techniques	1.82	1.43	4.66	.035

p < .05

* not significant at the .05 level but indicates a possible trend.

Table 3
Items in Which Practices Different
in Multicultural Education in Physical Education

% Understood Concept				
Item	Urban	Rural	X ²	p
Both sexes teaching at secondary level	62	39	9.02	.011
Races other than pre- dominant race teaching elementary phys. ed.	78	27	16.14	.0003
Races other than pre- dominant race teaching secondary phys. ed.	25	39	5.28	.071*
Periodic staff meetings to discuss goals	83	47	9.42	.009
Steps taken to prevent participation in act- ivities because of exceptionality	70	88	5.20	.074*
Access to all activities regardless of excep- tionality	70	93	7.88	.019
Appropriate no. of men's and women's activities	22	.02	6.70	.035
Equality in time and con- venience in terms of facility useage	68	72	5.16	.076*

p < .05

* not significant at the .05 level but indicates a possible trend.

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Appendix

A. Survey Instrument

National Survey on Multicultural Education in Physical Education

The questionnaire is divided into four parts consisting of pertinent biographical data, current knowledge that you possess in the multicultural area, current attitudes you have toward multicultural education, and current practices that are interwoven into your instruction.

Part A - Biographical Data

The items in Part A refer to the person responding to this questionnaire. This information will be used as group data and will only be used to indicate trends or patterns. Confidentiality is assured. 1-7 are optional -- we will enjoy interviewing selected respondents and will need this information in order to make appropriate contacts.

Optional:

1. Name _____ 2. School's Name _____
3. District _____ 4. School's Address _____
- _____ city _____ state _____ zip _____ 5. () School's phone _____
6. Sex: Male _____ Female _____ 7. Your present age: _____ 21-25 _____ 31-35
- _____ 41-45 _____ 51-55 _____ 61-65 _____ 26-30 _____ 36-40 _____ 46-50 _____ 56-60

Required:

8. Indicate which of the following categories best reflects the number of years you have been a faculty member of the school in which you presently teach.
- _____ Less than one year _____ 1 - 5 years _____ 6 - 10 years
- _____ 11 - 15 years _____ 16 - 20 years _____ more than 20 years
9. Indicate which of the following categories best reflects the number of years you have been teaching.
- _____ Less than one year _____ 1 - 5 years _____ 6 - 10 years
- _____ 11 - 15 years _____ 16 - 20 years _____ more than 20 years
10. Indicate the grades you currently teach.
- _____ 1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____ 6th
- _____ 7th _____ 8th _____ 9th _____ 10th _____ 11th _____ 12th
11. Indicate the number of years you have taught physical education. _____ 1 _____ 2
- _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12
- _____ 13 _____ 14 _____ 15 _____ 16 _____ 17 _____ 18 _____ 19 _____ 20 _____ more than 20
12. Indicate which of the following activities you teach in your program.
- | | |
|--|---|
| _____ dance activities | _____ team sport activities |
| _____ gymnastics activities | _____ individual sport activities |
| _____ fitness activities | _____ outdoor education activities |
| | (camping, hiking, fishing, backpacking, etc.) |
| _____ basic locomotor skill activities | _____ other (list) _____ |
13. Indicate which of the following ethnic/racial groups currently are included in your school population. On the appropriate line also indicate the approximate percentage of that ethnic group in the school.
- | | |
|-------------------------------|--------------------------|
| _____ Black culture | _____ White culture |
| _____ Hispanic culture | _____ Other (list) _____ |
| _____ Oriental culture | _____ |
| _____ American Indian culture | _____ |
14. Indicate whether your school district is urban or rural. _____ urban _____ rural
15. Indicate whether you have attended a class, inservice, workshop and/or conference on multicultural education. _____ Yes _____ No

Part B - Current Knowledge in Multicultural Education in Physical Education

Column I contains statements describing information that as a teacher you might currently possess or information of which you have very little knowledge or understanding. Mark the appropriate line which best describes your current knowledges and/or understanding of multicultural education in physical education.

<u>Column I</u>	<u>Column II</u>	<u>Column III</u>	<u>Column IV</u>
<u>Current Information Pertaining to Multicultural Education in Physical Education</u>	<u>I understand this Concept</u>	<u>I Do Not Understand this Concept</u>	<u>Not Sure</u>
Do You Understand:			
1. That multicultural education is a process that promotes the understanding and appreciation of cultural diversity in a pluralistic society?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
2. That nonsexist education is a process that fosters respect & appreciation for the contributions of men & women equally to society?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
3. The diverse perspectives of various ethnic groups and their contributions to society?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
4. The practice of stereotyping racial & cultural groups, and by gender, according to personal bias?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
5. That in our schools the melting pot theory predominates where ethnic group values are merged and the curriculum relates to the majority cultural groups?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
6. The concept of a multicultural curriculum where ethnic diversity is appreciated?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
7. That Administratively that sex-integrated programs are more cost effective than sex-segregated programs?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
8. The concept of stereotyping of individuals within activities based upon their perceived cultural or gender orientation?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
9. The relationship between regular physical activity & health maintenance levels for all individuals regardless of sex, race, culture, national origin, or disability?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
10. That many contemporary games and activities reflect distinctly unique cultural backgrounds & origins?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>

(Complete back of page)

Part C - Current Attitudes/Knowledge Toward Multicultural Education in Physical Education

Column I contains statements describing attitudes and/or beliefs that pertain directly to the integration of multicultural education in physical education curriculum. In column II indicate the degree to which you as a teacher AGREE with the integration of this principle into your teaching methodology or into the physical education curriculum.

Column I

Attitudes/Beliefs Pertaining to Multicultural Education in Physical Education

To what degree do you believe:

1. in providing an understanding of the customs and traditions of diverse cultural backgrounds?
2. in assisting your students to gain an appreciation of other cultures based upon ethnic considerations, race, or gender?
3. in assisting your student to recognize common goals in a culturally diverse population in order to establish positive personal interaction across groups?
4. in attempting to reduce stereotyping of students in your class?
5. in attempting to reduce racial bias and conflict in your class?
6. in attempting to reduce sexist attitudes in your class between students?
7. in attempting to develop an appreciation for the role of movement activities within the cultural traditions of specific ethnic groups?
8. in attempting to develop role models from both sexes as well as from diverse ethnic groups within your classes?
9. in establishing sex-specific criteria when testing for skill in co-educational classes?
10. in providing equal access to equipment and facilities such as training rooms, weight training equipment, and gymnasiums regardless of race, culture, sex, or disability?

Column II

Degree of Support for Appropriate Integration of Multicultural Education into Physical Education

SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; and SD=Strongly Disagree

<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>

Column I

Attitudes/Beliefs Pertaining to Multicultural Education in Physical Education - Continued

To what degree do you believe:

11. in reflecting ethnic and gender diversity through bulletin board displays or media presentations?
12. in providing equal male/female program monies?
13. in providing varied activities within the curriculum that would be of interest to both sexes?
14. in providing activities within the curriculum that reflect varied cultural values?
15. that an opportunity for participation exists for all students regardless of their race, national origin, sex or disability?
16. that role models who have excelled in athletics or are highly skilled in physical education activities from both sexes as well as diverse ethnic groups are important?
17. that opportunities for students of different ethnic origins to interact and become sensitive toward one another is important within physical education curricula?
18. it is important for students to understand the necessity of regular physical activity and health maintenance skills for all individuals regardless of their sex, race, culture, or national origin?
19. it is important for students to develop positive interpersonal communications techniques as a method of practicing and improving group problem-solving and conflict resolution skills?

Column II

Degree of Support for Appropriate Integration of Multicultural Education into Physical Education

SA=Strongly Agree; A = Agree; U=Undecided;
D=Disagree; and SD=Strongly Disagree

<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>

(Complete back of page)

Part D - Current Practices in Multicultural Education in Physical Education

Column I contains statements that might reflect current practices and/or strategies that are integrated within your physical education program. Each of these practices and/or strategies are associated with multicultural education issues. Within the columns that follow, mark the appropriate line that best responds to the question regarding current practices and/or strategies regarding multicultural issues in physical education.

<u>Column I</u>	<u>Column II</u>	<u>Column III</u>	<u>Column IV</u>
Current practices and/or strategies pertaining to multicultural education in physical education	This practice and/or strategy is currently integrated in my program	This practice and/or strategy is NOT currently integrated in my program	I am not sure
<u>Instruction</u>			
1. Are role models from both sexes teaching physical education at the elementary level?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
2. Are role models from both sexes teaching physical education at the secondary level?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
3. Are role models from races other than the predominant race in your school teaching physical education at the elementary level?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
4. Are role models from races other than the predominant race in your school teaching physical education at the secondary level?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
5. Are there disabled employees on the school district staff who may serve as role models for students?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
6. When a single standard of measuring skill has an adverse effect on members of one sex, do you use evaluation standards appropriate for that sex?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
7. Do all members of the staff meet periodically to discuss and develop common goals & activities pertaining to multicultural/nonexistent education?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
8. Do bulletin boards that are designed by you reflect racial/cultural/gender/diversity?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
9. Does the instructional staff approach coed activities positively with the idea that all students regardless of race, culture, sex or disability can be successful at most activities in the program?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
10. Have steps been taken to ensure that no students are denied access to any activities because of their race, sex, culture, or disability?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>

<u>Column I</u>	<u>Column II</u>	<u>Column III</u>	<u>Column IV</u>
Current practices and/or strategies pertaining to multicultural education in physical education	This practice and/or strategy is currently integrated in my program	This practice and/or strategy is NOT currently integrated in my program	I am not sure
<u>Instruction</u> (Cont.)			
11. Do you avoid making comments based on the sex of students? Example: "Girls do 20 situps; boys do 50."	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
12. Do you avoid lining up or grouping students for activities by means of sex?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
13. Do you avoid making up teams which pit boys against girls and instead mix sexes in team organizations?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
14. Do you set goals that are the same for both male and female students?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
15. Do male and female instructors team together comfortably in teaching or program involvement?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
16. Do you avoid using sexist or ethnocentric language in the classroom?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
17. Are individuals of diverse cultural/racial groups, both women and men used as resource persons and role models in the classroom?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
18. Do you expect the same behaviors and sense of purpose for all students?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
19. Are you willing to teach and participate in activities previously considered non-traditional (such as dance if you are a male instructor or flag football if a female) for your sex?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
20. Have you developed special support strategies for non-traditional students who might feel isolated?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
21. Do staff members engage in informal conversation or provide individual assistance more often with students of their own sex, own culture, or own race?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>

(Complete back of page)

<u>Column I</u>	<u>Column II</u>	<u>Column III</u>	<u>Column IV</u>
Current practices and/or strategies pertaining to multicultural education in physical education	This practice and/or strategy is currently integrated in my program	This practice and/or strategy is NOT currently integrated in my program	I am not sure
<u>Instruction (Cont.)</u>			
22. Do you offer co-educational classes and activities?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
23. Are physical education courses or units given titles which imply that they are for one sex or cultural group?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
24. Are activities promoting sex segregation limited to those whose primary purpose is physical contact or to the necessities of legitimate educational ability grouping?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
25. Has an in-service on multicultural, nonsexist approaches to physical education curriculum been provided?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
26. Have the district administrators incorporated multicultural, nonsexist educational concepts into the staff evaluation procedures?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
27. Do all students have access to all activities and units of instruction regardless of race, sex, or cultural heritage?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
28. Are there an appropriate number of men's & women's activities?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
29. Have there been surveys of minority students to gain insight into the type of physical education activities in which they are interested?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
30. Have the cultural origins of the various activities been discussed when introducing students to new activities?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
31. Is there a district-wide K-12 curriculum guide for physical education which reflects multicultural nonsexist concepts?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>

<u>Column I</u>	<u>Column II</u>	<u>Column III</u>	<u>Column IV</u>
Current practices and/or strategies pertaining to multicultural education in physical education	This practice and/or strategy is currently integrated in my program	This practice and/or strategy is NOT currently integrated in my program	I am not sure
<u>Facilities & Equipment</u>			
32. Are locker room facilities equitable for both boys and girls?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
(a) If answer is NO, is it substandard for girls?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
(b) If answer is NO, is it substandard for boys?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
33. Are materials and equipment used in such a way that all students have access regardless of race, culture, sex, or disability?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
34. Do both male and female instructors have equal access to all facilities & equipment?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
35. Has equipment which has traditionally been located in the locker room of one sex, such as weight training machines, hair dryers, whirlpools, etc. been duplicated in the other locker room or moved to a place that is accessible to all students?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
36. Are budgets for equipment and supplies equitable for both instructors of both sexes?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
37. If there are facilities that are only adequate for one group at a time, are the time distributions equitable in terms of convenience and desirability?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
38. Are salaries for both men and women coaches at the same level equitable?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
39. Are salaries for both men and women teachers at the same level equitable?	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>